

BASIC 8

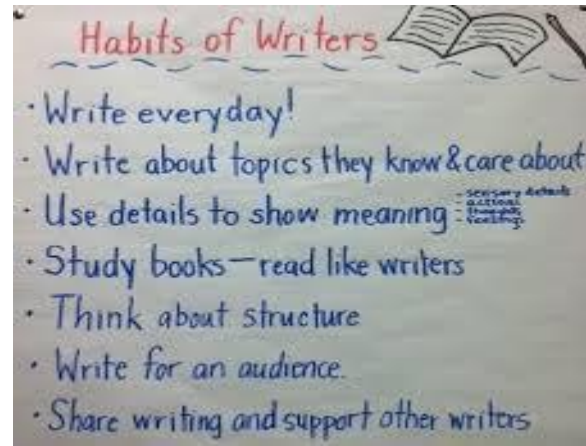
WEEKLY LESSON PLAN – WEEK 6

Strand:	<ul style="list-style-type: none"> ● Reading ● Grammar Usage ● Writing ● Literature 	Sub-Strand:	<ul style="list-style-type: none"> ● Comprehension ● Grammar ● Production and Distribution of Writing ● Narrative, Drama and Poetry
Content Standard:	<p>B8.2.1.2. Read, comprehend, interpret texts</p> <p>B8.3.1.5: Demonstrate mastery of the use of active and passive voice</p> <p>B8.4.2. 2: Apply writing skills to specific life situations</p> <p>B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</p>		
Indicator (s)	<p>B8.2.1.2.5. Generate simple themes from a text and apply to different situations</p> <p>B8.3.1.5.1. Use passive sentences for a range of functions</p> <p>B8.4.2. 2.3. Write articles on given issues for publication in school magazines</p> <p>B8.5.1.1.2. Examine the features of different types of poems</p>		
Week Ending	12-05-2023		
Class	B.S.8	Class Size:	Duration:
Subject	English Language		
Reference	English Language Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook		
Teaching / Learning Resources	Reading Book, Poster, Pictures, Word Chart, Sentence Cards	Core Competencies:	<ul style="list-style-type: none"> ● Ability to try new alternatives and use different approaches ● Develop and exhibit a sense of cultural identity
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
MONDAY 08-05-2023	<p>Strand; Reading</p> <p>Sub-Strand; Comprehension</p>	<ol style="list-style-type: none"> 1. A model reader to read to the class a passage from the English Reading Textbook. 2. Learners brainstorm to read the passage silently for 10 minutes. 	Learners brainstorm to answer comprehension questions.

	<p>Select a unit reader from the English Reading Textbook for the Learners to read.</p>	<ol style="list-style-type: none"> 3. Assist Learners to read the selected text closely for interpretation. 4. Learner in small groups to discuss on the main ideas in the passage. <p>Comprehension skills;</p> <ol style="list-style-type: none"> 1 - Ability to Identify the Main Idea & Key Details. 2 - Ability to Sequence a Passage into an Ordinal Series. 3 - Ability to Answer Direct Recall Questions. 4 - Ability to Make Inferences and/or Predictions. 5 - Identify Unfamiliar Vocabulary. 																			
<p>WEDNESDAY 10-05-2023</p>	<p>Strand; Grammar Usage Sub-Strand; Grammar</p> <p>Discuss the difference between active and Passive sentences.</p>	<ol style="list-style-type: none"> 1. Assist Learners to describe a process using passive sentences. 2. Discuss with Learners on how to use passive form to talk or write about past actions without showing the agent. 3. Learners brainstorm to form sentences using passive forms. <p>Passive Voice Structure Examples</p> <p>Here are examples of some of the most common tenses used in the passive voice:</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Active Voice</i></th> <th style="text-align: left;"><i>Passive Voice</i></th> <th style="text-align: left;"><i>Verb Tense</i></th> </tr> </thead> <tbody> <tr> <td>They make Fords in Cologne.</td> <td>Fords are made in Cologne.</td> <td><u>Present Simple</u></td> </tr> <tr> <td>Susan is cooking dinner.</td> <td>Dinner is being cooked by Susan</td> <td><u>Present Continuous</u></td> </tr> <tr> <td>James Joyce wrote "Dubliners".</td> <td>"Dubliners" was written by James Joyce.</td> <td>Past Simple</td> </tr> <tr> <td>They were painting the house when I arrived.</td> <td>The house was being painted when I arrived.</td> <td>Past Continuous</td> </tr> <tr> <td>They have produced over 20 models in the past two years.</td> <td>Over 20 models have been produced</td> <td><u>Present Perfect</u></td> </tr> </tbody> </table>	<i>Active Voice</i>	<i>Passive Voice</i>	<i>Verb Tense</i>	They make Fords in Cologne.	Fords are made in Cologne.	<u>Present Simple</u>	Susan is cooking dinner.	Dinner is being cooked by Susan	<u>Present Continuous</u>	James Joyce wrote "Dubliners".	"Dubliners" was written by James Joyce.	Past Simple	They were painting the house when I arrived.	The house was being painted when I arrived.	Past Continuous	They have produced over 20 models in the past two years.	Over 20 models have been produced	<u>Present Perfect</u>	<p>Through questions and answers, conclude the lesson.</p>
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		<p>in the past two years.</p> <p>They are going to build a new factory in Portland.</p> <p>A new factory is going to be built in Portland.</p> <p>Future Intention with Going to</p> <p>I will finish it tomorrow.</p> <p>It will be finished tomorrow.</p> <p><u>Future Simple</u></p>	
<p>THURSDAY 11-05-2023</p>	<p>Strand; Writing</p> <p>Sub-Strand; Production and Distribution of Writing</p> <p>Review Learners knowledge on the previous lesson.</p>	<ol style="list-style-type: none"> 1. Discuss the features of article writing with the Learners. 2. Assist Learners to identify the topic, purpose, and audience for article writing. 3. Learners in small groups to discuss and generate ideas about more challenging topics and identify those most appropriate for the purpose <p>Characteristics of a feature article</p> <ul style="list-style-type: none"> ● Explore a topic or issue of current importance. ● Follows narratorial conventions (i.e. There is a plot, complication, and conclusion) ● Written in short paragraphs. ● Combine facts and opinions. ● Provide a perspective or angle about the topic or issue. ● Includes catchy features 	<p>Individual Learners brainstorm to write an article on giving topic or theme.</p>
<p>FRIDAY 12-05-2023</p>	<p>Strand; Literature</p> <p>Sub-Strand; Narrative, Drama and Poetry</p> <p>Select a poem from the Cockcrow or any novel for the Learners to recite.</p>	<ol style="list-style-type: none"> 1. Learners brainstorm to identify the type of poem the selected poem is. 2. Assist Learners to compose different types of Poems. 3. Assist Learners to perform actions in a Poem. <p>How to write a poem</p> <ol style="list-style-type: none"> 1. Decide what you want to write about. Unless you've been assigned to write a poem about a specific topic, the first step in writing a poem is determining a topic to write about. 2. Determine the best format for your topic. 	<p>Reflect on how to compose a poem.</p>

3. Explore words, rhymes, and rhythm.
4. Write the poem.
5. Edit what you've written.



Name of Teacher:

School:

District: